Gloucester City School District
Gloucester City Middle School
Professional Development Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Gloucester City School District	**Gloucester City Middle School**	**Jennifer Holmstrom**	**July 1, 2021 to June 30, 2022**

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	**Integrating Staff and Student Use of Technology** Build the capacity of all teachers to regularly infuse the use of technology in their classrooms to meet the needs of all learners.	4-8	➢ Teacher survey (administered March 2021) indicates a need for professional development in student use of technology. ➢ Teachers have requested more professional development in these areas during component and/or grade level meetings: Google Suite (43.9%), Online textbook resources (47.4%) Kami/Pear Deck (31.6%), Smoothwall (22.8%) and LinkIt. (19.3%) ➢ Teachers have requested additional training for remote teaching platforms: Screencast-o-matic/screen recorder (35.1%) and Google Meet (24.6%). ➢ School and district leaders realize the importance of students using technology as a vehicle to learning and have made a commitment to support teachers in this endeavor. ➢ Remote learning experience brought to light the need for capacity building in the area of technological skills. Reflection identified areas of strength and areas in need of strengthening. Professional development will be planned and implemented to build capacity and close the digital divide.
2	**Data Analysis and Assessments** Support teachers in analyzing state and local assessment results, modifying instruction to meet student needs and reassessing to monitor growth.	4-8	➢ Teacher survey (administered March 2021) indicates a desire to increase their knowledge of analyzing student data from local and state assessments (42.1%) as a top priority and to increase their knowledge of LinkIt. (35.1%) ➢ Teachers have requested professional development take place in a small group workshop setting (66.7%), organized by subject area, (68.4%) as well as by grade level (71.9%)
3	**New Jersey Student Learning Standards (NJSLS)** Assist teachers in understanding the increased rigor of all state standards and their impact on lessons, curriculum and state assessments.	4-8	➢ Teacher survey (administered March 2021) indicates a need to increase their knowledge of the NJSLS for English Language Arts/Literacy and tasks associated with NJSLA. (66.7%) ➢ The district and school have identified the need for professional development to increase the rigor in classrooms in order to meet the NJSLS and their impact on lessons, curriculum and assessments. (57.9%)
4	**Differentiated Instruction** Build the capacity of all teachers to differentiate instruction and engage all students in their classrooms to meet the needs of all learners.	4-8	➢ Teacher survey (administered March 2021) indicates the top priorities for professional development to be in the area of differentiated instruction is supporting struggling (66.7%) students, student engagement (47.4%) and supporting advanced students. (29.8%) ➢ Teachers and school leaders have raised concerns regarding differentiated instruction, classroom management and student engagement during grade level meetings and PLC's. ➢ Analysis of the types of interventions put in place in student action plans developed by the I & RS committee and Child Study Team indicate a need for professional development in this area. (38.6%)

			➤ School leaders and special education services have identified a need for differentiated instruction for students with learning disabilities such as dyslexia. (15.8%)
			➤ Teachers expressed interest in doing a book study during PLCs that focus on topics such as Daily 5, Daily Café, Daily 3, social-emotional learning, Collective Efficacy,The Science of Reading, and Professional Conversations that improve instruction.
			➤ Two additional teachers will be certified as Fundations/Wilson Learning tutors to provide teachers/students with in class support in the area of reading.
5	**STEAM/Mathematics** Support teachers in increasing their level of awareness of science, technology, engineering and mathematics activities in order to improve the rigor of instruction to meet the New Jersey Student Learning Standards (NJSLS).	4-8	➤ Teacher survey (administered March 2021) indicates a priority for professional development in infusing technology in STEAM and Mathematics (93%) and Basic Math Fact retention (95.6%), Inspire Science (56.1%) ➤ Teachers have requested professional development during small group workshops. (66.7%)

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	**Integrating Student use of Technology** ➤ Teachers will participate in training to support student use of technology in each content area. ➤ Coaches/teachers will model activities and lessons that incorporate student use of technology including Google Classroom, Google Docs, Screen-castomatic, Google Meets and Online textbook resources.	➤ Instructional Supervisors will assist teachers with student use of technology. ➤ Collaborative meetings by grade levels and or content area to discuss effective student use of technology. ➤ Technology department will assist teachers with student use of technology, Google Classroom, Chromebooks, Google Suite, Pear Deck, Smoothwall, Linkit and Reflex Math and Kami. ➤ Instructional Supervisors and teachers will work collaboratively to incorporate successful strategies (learned during remote learning experience) into daily classroom practices to address the digital divide.
2	**Data Analysis and Assessments** ➤ LinkIt and Engaged Instruction will provide training on analyzing state and local assessment results, modifying instruction to meet student needs and reassessing to monitor growth. ➤ Engaged Instruction will provide professional development regarding the state assessments and embedding preparation into lessons for English Language Arts/Literacy and mathematics.	➤ Collaboration during monthly meetings to infuse state like assessment questions into their lessons. ➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in questioning strategies.
3	**New Jersey Student Learning Standards (NJSLS)** ➤ Engaged Instruction will provide training on the NJSLS in English Language Arts/Literacy and Science. ➤ Engaged Instruction will provide training in global awareness for each content area. ➤ Instructional Supervisors will model activities and lessons that incorporate these standards.	➤ Teachers will collaborate during PLC's, grade level and subject meetings to infuse NJSLS into lesson plans and classroom activities. ➤ Instructional Supervisors will assist teachers with creating lessons that incorporate these standards and meet the needs of all students. ➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in higher order thinking strategies to increase rigor.

4	**Differentiated Instruction** ➤ Teachers will receive professional development regarding differentiated instruction, classroom management and student engagement. ➤ Engaged Instruction and other outside consultants will provide training in differentiated instruction and student engagement strategies that will assist the teacher in meeting the needs of all students. ➤ Teachers will receive professional development strategies that meet the needs of students with dyslexia. ➤ Teachers will participate in a book study that focuses on topics such as Daily 5, Daily Café, Daily 3, social emotional learning, The Science of Reading and professional conversations that improve instruction; communicating effectively with students, and collective efficacy.	➤ Instructional Supervisors will assist teachers with data analysis of assessments to identify the needs of all students. ➤ Collaborative PLC meetings by grade levels and/or content area to discuss effective student engagement strategies as well as small group and differentiated instruction activities. ➤ Instructional Supervisors will continue to support the teachers in the practice of student engagement and differentiation in their classes through modeling. ➤ Two additional teachers will be certified as Wilson Learning tutors to provide teachers with support in the implementation of the Wilson Reading program.
5	**STEM/Mathematics** ➤ Instructional Supervisors/teachers will provide training in STEAM to assist teachers in meeting the needs of all students and the NJSLS. ➤ Teachers will receive professional development regarding incorporating STEAM activities across the curriculum.	➤ Collaborative meetings by grade levels and/or content area to discuss effective strategies and activities that support STEAM instruction. ➤ Instructional Supervisors will continue to support the teachers in the practice of meeting the needs of all their students in STEAM through co-teaching and modeling.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	**Integrating Staff and Student use of Technology** ➤ Coaching ➤ Common planning time- Monthly ➤ Peer Observations ➤ Professional Learning Communities ➤ Additional in-house professional development opportunities	**Possible additional outside professional resources include** ➤ Camden County Curriculum Consortium ➤ LinkIt ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers ➤ OnCourse ➤ Kami ➤ IXL ➤ Lexia ➤ Pear Deck ➤ Smoothwall ➤ Reflex Math
2	**Data Analysis and Assessments** ➤ LinkIt ➤ Grade level meetings (PLC's)- Monthly ➤ Common planning time- Monthly ➤ Coaching ➤ Engaged Instruction ➤ Additional in-house professional development opportunities	**Possible additional outside professional resources include** ➤ Camden County Curriculum Consortium ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers ➤ OnCourse

3	**New Jersey Student Learning Standards (NJSLS)** ➢ Engaged Instruction ➢ Professional Learning Communities ➢ Common planning time- Monthly ➢ Coaching ➢ Peer Observations ➢ Mentoring ➢ Additional in-house professional development opportunities	**Possible additional outside professional resources include** ➢ LinkIt ➢ Camden County Curriculum Consortium ➢ College of Professional and Continuing Education, Rowan University ➢ NJ Department of Education List of Providers ➢ OnCourse ➢ Lexia ➢ Classworks ➢ Freckle (Science/SS) ➢ Fundations/Wilson Reading ➢ Daily 5/Café ➢ IXL Math/ELA
4	**Differentiated Instruction** ➢ Coaching ➢ Common planning time- Monthly ➢ Engaged Instruction ➢ LinkIt ➢ Peer Observations ➢ Professional Learning Communities ➢ Additional in-house professional development opportunities ➢ Consultants from Wilson Reading ➢ District wide book TBD	**Possible additional outside professional resources include** ➢ Camden County Curriculum Consortium ➢ College of Professional and Continuing Education, Rowan University ➢ NJ Department of Education List of Providers ➢ OnCourse ➢ Classworks ➢ IXL Math/ELA
5	**STEM/Mathematics** ➢ Coaching ➢ Common planning time- Monthly ➢ Engaged Instruction ➢ Mentoring ➢ Peer Observations ➢ Professional Learning Communities ➢ Additional in-house professional development opportunities	**Possible additional outside professional resources include** ➢ Camden County Curriculum Consortium ➢ College of Professional and Continuing Education, Rowan University ➢ LinkIt ➢ NJ Department of Education List of Providers ➢ OnCourse ➢ IXL ➢ Classworks ➢ Freckle (Science/SS) ➢ Reflex Math ➢ APEX

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		
4		
5		

Signature: _____*Jenn Holmstrom*_____   ___7/22/21_____

Principal Signature   **Date**